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ABSTRACT

An external evaluation of the Title VII Bilingual Education Program was designed to: (1) gather a subjective assessment from personnel working with the program; (2) observe classroom teaching and activities utilized in bilingual instruction; and (3) measure differences in levels of achievement. The instructional personnel appear to accept the philosophy of and need for a transitional bilingual program. There is a utilization of a variety of teaching materials: films, rhymes, visual aids, etc. The method of instruction is individual and group repetition. Over all, the program at all schools shows some progress although it is relatively new in existence. A pre- and post-administration of the Metropolitan Readiness Test, and the analysis of the Language Assessment Scales (LAS) indicated a statistically significant impact on language, on reading readiness development, and on developing communicative skills in both English and Spanish. The LAS was used to measure the existing or entering English Skills of the Southeast Asian Children. The statistical analysis at the end of the school year indicated a significant improvement in their English language skills. (PN)

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Evaluation of a Dual Bilingual Program:

English-Spanish and

English-Southeast Asian

Languages

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Section I

Description of Project

Introduction

This report describes the external evaluation of the Title VII Bilingual Education Program of the Clovis Municipal Schools. The elementary schools involved are: James Bickley, Lincoln-Jackson, Our Lady of Guadalupe, Parkview, and Sacred Heart.

The report covers the period from January 1, 1982, to May 28, 1982. Participants in the project include approximately one hundred sixty-three selected students, grades K-6, in five elementary schools.

Purpose and Goal of Project

Purpose

To offer bilingual instruction to selected participants, grades K-6, in five elementary schools.

Goal

To offer a program designed to meet the linguistic, cognitive, and affective needs of the participants.

Subjects, Populations, Instructional Objectives, and Grade Levels of the Bilingual Programs

1. Subject: Spanish as a Second Language (SSL)

   Population: Students of Hispanic background who score below 3 on the Language Assessment Scale I or II (LAS) and other interested students at Lincoln Jackson School: Grade levels K-1.

   Instructional Objective: By the end of the 1982 school year, 30 percent of the students in grades K-1 will increase their Spanish oral language score by one level, as measured by the LAS I or II.

2. Subject: Spanish Language Arts

   Population: Spanish-speaking and Southeast Asian LAU A and B students at Lincoln Jackson and Our Lady of Guadalupe Schools: Grade levels K-1 and K-3.

Instructional Objectives: By the end of the 1982 school year 80 percent of the students in grades K-3 will increase their Spanish Oral Language score by one level, as measured by the LAS I or II. Teacher-made criterion referenced tests for the evaluation sections of the SCDC Spanish Language arts materials will also be used to determine progress.

3. Subject: English as a Second Language

Population: Spanish Speaking and Southeast Asian Lau A and B students in the five elementary schools: Grade levels K-6.

Instructional Objective: By the end of the 1982 school year twenty-five percent of the students will improve their English Oral Language usage by one level, as measured by the Language Assessment Scale.

4. Subject: Training Component

Population: Title VII Staff

Instructional Objectives: All aides will be familiar with techniques in ESL, modified language arts, and use of the dual language approach. All aides will have an understanding of principles and philosophy of bilingual education. Each Title VII staff member will attend one or more workshops on ESL, SSL, modified language arts, and use of the dual language approach.

Section II

Observation Process and Method

An external evaluation was conducted by Education Research and Consulting Associates. ERCA is staffed by three college professors from New Mexico with expertise in the areas of elementary education, bilingual education, and process and product evaluation.

Components of Evaluation

1. Two on-site visits to conduct interviews with principals, teachers, program staff, and students for their subjective comments about the bilingual program and to offer the program as implemented. The intent of the questions about the bilingual program was to gather information which would reveal perceived strengths and weaknesses. Questions, such as the following, were asked:
   A. What are the strengths of the bilingual program?
   B. What are the weaknesses of the bilingual program?
   C. In general, what are your feelings about the bilingual program?
   D. What are your recommendations to improve the program?

   This list provides an idea of what the evaluator considered in writing the summary of the personal interviews.
2. Two on-site visits to observe instruction in bilingual education classes. The evaluation of the classroom (process evaluation phase) included the following areas of observation. The evaluator observed the (1) classroom atmosphere, (2) use of multicultural

bulletin boards, (3) use of audiovisual materials, (4) creativity, (5) classroom control, (6) materials available, (7) implementation of these materials, (8) participation of children, (9) evidence of learning demonstrated by the use of Spanish with emphasis on vocabulary and pronunciation, (10) the enthusiasm for scheduled activities as demonstrated by aides and students, (11) working relationship of the teacher and aide, (12) evidence of ESL instruction.

3. Statistical analysis of the results of the Metropolitan Achievement Test, the Comprehensive Test of Basic Skills, and the Language Assessment Scales. The statistical test performed on the data require the use of the Statistical Package for Social Sciences (SPSS). The analysis included (1) basic descriptive statistics and (2) t-tests and one-way analysis of variance tests to measure differences.

4. Evaluation Reports

   a. There was on-going dialogue between evaluators and the program director in the forms of written comments, telephone conversations, and personal conferences.

   b. The final evaluation report was submitted to the program director in June of 1982.

Section III

Evaluation

The external evaluation was designed to (1) gather a subjective assessment from personnel working with the program (i.e., principals, teachers, support personnel, and students); (2) observe classroom teaching and activities utilized in bilingual instruction; (3) to measure differences in levels of achievement.

This section will begin with a summary report of two on-site visits to the five elementary schools in the program. The visits were conducted during the spring of 1982. The second section will present the Bilingual Program and the third will present the results of the test data.

Summary Report of the Subjective Assessment of the Bilingual Program

One evaluator visited all of the project elementary schools at least two times. During the visits the evaluator discussed the program with the principal, professional and paraprofessional staff members, and with some of the selected student participants.

There appeared to be a general agreement that the program operated more smoothly and effectively than it did during the previous school year. Several reasons may account for this: (1) The Director and carry-over staff members had the benefit of a year of experience and training, and (2) the number of schools participating in the program was reduced from eight to five making the tasks of supervision and cooperation among and between schools less difficult.

The obvious need for the program, manifested by an enthusiasm for

helping each limited English speaking student, was displayed by an overwhelming majority of the staff members. Differences in language proficiency and cognitive development were addressed at the level of need of the individual student. The length of the time of instruction and the frequency of classes varied among classes.

Specific scheduling of classes and class settings were flexible by design. Tutorial and small group instruction, though similar, have subtle distinctions in the teaching methods employed. Facilities for such instruction need not be a classroom of "normal" size. Staff members and students appeared to adapt to the class settings, instructional periods, and the time of day of the classes with no difficulty, and seemed to enjoy the warmth and security of their own "rooms."

Predictably, there was unanimity among staff members that the program would have been more beneficial to all concerned had it begun at the beginning of the school year. Program changes at midterm are unavoidably disruptive, and when possible, should be avoided. Persons discussed this as a concern but exhibited no strong animosity about the situation.

There were no complaints about shortages of supplies and material. Most persons questioned indicated that procedures were in place for the prompt procurrence of needed supplies.

Some questioned the use of the Language Assessment Scale as an appropriate test of English proficiency for students who were practically monolingual in their home language.

The frequency of in-service training had been reduced, and most thought the reduction was wise. Staff training for college classes

and participation at conferences received many favorable comments.

In summary, the program appeared to be operating more satisfactorily than a year ago. Instructional personnel seemed to be more dedicated, principals had a better understanding of the program and more freedom to provide leadership. More direction and supervision were provided by the Director, and there appeared to be a greater acceptance of the philosophy of and need for a transitional bilingual program.

On-site Evaluation of the Bilingual Program in the Clovis Schools

This evaluation covers two on-site visits to five elementary schools. The schools included in this evaluation are James Bickley, Lincoln Jackson, Our Lady of Guadalupe, Parkview, and Sacred Heart.

On-site visits and observations were conducted on April 27th and May 17th. Grade levels ranged from K-1 through K-6. Of the five schools included in this evaluation, two (Lincoln Jackson and Our Lady of Guadalupe) are involved in bilingual programs utilizing Spanish as the target language. The other three (James Bickley, Parkview, and Sacred Heart) are using Lao as the target language with emphasis on the learning of English.

At the K-1 level the numbers one through ten are being taught in Spanish using the rhyme scheme titled "Chocolate." The method used is individual and group repetition. All students observed were able to count to ten in Spanish. The parts of the body are being taught through the poem "Mi Carita." ("Una boquita para comer, dos ojitos para ver, etc.") All children are able to repeat and identify their body parts. Again, the method of instruction utilized is individual

and group repetition. Visual aids constructed by the aides are being utilized for teaching basic colors and animals. All children observed appear very enthusiastic and are participating in the learning process. Emphasis towards total conversation in Spanish is recommended at this time.

Our Lady of Guadalupe School continues to have an excellent program of instruction. The attractive bulletin boards and general atmosphere reflect much interest on the part of the administration and staff in the bilingual education program. The aide at this school conducts the class almost completely in Spanish, utilizing many different materials and methods. Plastic models of vegetables and fruits are being used very effectively. Because of her talent with the guitar, she is able to utilize songs to introduce Spanish concepts. An example of this is the use of the song "El Rancho" in the identification of animals. Concepts such as "hambre" and "frío" are included in this aspect of song. ("los pollitos dicen pío, pío, cuando tienen hambre, cuando tienen frío, etc.")

The bilingual program observed at the three other schools (James Bickley, Parkview, and Sacred Heart) involves the teaching of English as a Second Language to Southeast Asian children. In each case the aide is working with three children to a group, at times, on a one-to-one basis with children needing special tutoring. English and Math seem to be the areas of most need as far as tutorial help is concerned. In one particular school the afternoon session is dedicated to teaching through the use of the Squiggle Book of Creative Expression. There is evidence that this method is very effective. The aide was able to

exhibit some of the work done by several students.

The level of instruction in the Southeast Asian program is ungraded at this time. All aides are primarily emphasizing English with Lao used only to clarify ideas and concepts.

The aides are utilizing a variety of teaching materials. One school is using films to identify objects and various situations in English. Evidence of learning is manifested in the fact that all children are able to identify clothing. According to the teacher, communication is possible with everyone. Flashcards are being used by the aides to initiate reading readiness. At this point, a first grader observed is able to identify 20 to 25 words from a group of 30. He is making progress through a reader titled Jumping Jamboree.

Some third and fifth grade level students are utilizing two books: Fins and Tales and Steps to English Action.

Overall, the program at all schools shows some progress although it is relatively new in existence. All personnel involved are very interested in its continuity, and they feel that it is very necessary and worthwhile program of instruction.

Statistical Analysis of the Data

Matched pairs t-test statistical test was selected to measure the statistical significance of the improved English and Spanish scores. The analysis will be presented for individual schools by grades.

The statistical analysis revealed a significant t-score for the Kindergarten at Lincoln Jackson. The t-score was $t(38) = 12.16$, $p < .001$ on the pre- and post-Metropolitan Readiness Test for pre-reading scores. The mean on the pre-test was 37.87 while the post-test mean was 64.05.

The analysis of the Language Assessment Scales (LAS) also indicates a significant difference with a $t(34) = 6.62$, p .001 on English. The pre-test score was 1.82, and the post-test score was 3.37. The analysis of the Spanish LAS scores also revealed a significant $t(26) = 3.57$, p .001. The pre-test mean was 1.00, and the post-test mean was 1.48.

The first grade test scores at Lincoln Jackson also indicated a significant difference between pre- and post-test scores on reading. The mean on the pre-test was 42.4 while the post score was 57.26. The t-test score was $t(14) = 5.67$, p .001.

The English LAS test also indicated a significant improvement $t(15) = 5.54$, p .001. The pre-test mean was 2.18 while the post-test mean score was 3.5. The Spanish LAS test did not indicate a significant improvement $t(7) = .79$, p .27. The mean scores indicated a slight improvement occurred from 1.87 on the pre- to 2.12 on the post-test for Spanish.

The test results for Our Lady of Guadalupe revealed a significant difference on the Metropolitan Readiness Test for the Kindergarten $t(24) = 8.26$, p .001. The mean score on the pre-test was 40.12, and the post-test mean was 62.29.

The analysis of the Language Assessment Scales indicated a significant difference exists between the pre- and post-test score for English $t(23) = 6.51$, p .001. The mean score for the pre-test was 2.04. The mean on the post-test was 3.95. A significant difference also exists between pre- and post-test scores for Spanish $t(18) = 2.36$, p .01. The mean on the pre-test was .84 while the mean on the post-test was 64.45.

The Language Assessment Scales for English documents a significant improvement $t(21) = 4.03$, p .001. The mean on the LAS English pre-test was 3.36 and the mean for the post-test was 4.5. The Spanish LAS test scores indicated that the first grades improved significantly $t(19) = 2.98$, p .004. The mean on the pre-test was 1.15, and the mean on the post-test was 1.55.

The second grades at Our Lady of Guadalupe did not achieve significantly better at the end of the academic year on the language section of the Comprehensive Tests of Basic Skills (CTBS). The mean on the pre-test was 26.30, and the mean on the post-test was 32.65. The difference was not statistically significant at the .05 alpha level; however, with a $t(22) = 6.34$, p .08 the score does indicate a great improvement.

The second grades on the Language Assessment Scales for English scored 3.72 on the pre-test and 4.8 on the post-test. The difference was statistically significant $t(24) = 5.65$, p .001. The Spanish pre-test mean was 1.5 and 2.33 for the post-test. The difference was statistically significant $t(23) = 4.05$, p .001.

Thus, it is possible to conclude that the Bilingual Education Program had a statistically significant impact on language, on reading readiness development, and on developing communicative skills in both English and Spanish.

This next section focuses on the Bilingual Education Program for the Southeast Asian children. The overall analysis of the three schools (Parkview, Sacred Heart, and James Bickley) involved in this program documents significant improvement $t(2,9) = 14.51$, p .001 in

developing their English Language skills.

The Language Assessment Scale was not used to evaluate their native language skills. The LAS test was used to measure their existing or entering skills in English and used at the end of the academic year to measure the amount of improvement.

At Parkview the mean for the entering Southeast Asian students was .46; according to the LAS evaluation these students are non-speakers of the language. At the end of the school year the mean grade was 2.13; the statistical analysis indicates a significant improvement $t(14) = 4.31$, $p < .001$.

Sacred Heart students entered with a mean score of 2.87 and scored 4.25 on the post-test at the end of the year. The $t(7) = 3.66$, $p < .004$ documents a significant improvement in their English Language skills. At James Bickley the entering mean score was 1.12. These students had a mean score on the post-test of 2.87; again the difference was statistically significant $t(7) = 4.78$, $p < .001$.

Discussion of Results

The statistical analysis of the data clearly documents that the Bilingual Education Program for the Spanish and Southeast Asian children was successful. The significant statistical differences in all of the classes indicate that the activities within the Bilingual Program, the teachers, and the aides have been very successful in developing communicative skills.

Concluding Statement

Members of the Board of Education of the Clovis Municipal Schools, the School Administrative personnel, the Bilingual Project Director,

staff members involved in the program, as well as individual and group lay persons, are to be commended for their efforts in supporting a program designed to help students linguistically, cognitively, and affectively.

Problems of school associated with language culture and values are not quickly and easily overcome. A second transitional bilingual program with a strong ESL component which addresses the needs of the students is a worthwhile endeavor for all concerned.

Recommendations

1. More intensive staff training in academic areas (i.e., bilingual materials purchased for and developed within the program).
2. Bilingual seminar for teachers involved in the bilingual program focusing on objects of the program and cultural appreciation.
3. Continue training of aides in Spanish and Laotian with emphasis on vocabulary development, reading, and writing.
4. Continue to offer English as a Second Language to Southeast Asian groups.
5. More use of Spanish by the regular classroom teacher involving the aide.
6. One aide per classroom.
7. Substitute aides from pool. This may help in future employee selection process.
8. Improved lesson plans so that the bilingual component has a greater or closer relationship to the daily class content.
9. Bilingual program should begin the first day of school.
10. Greater involvement of parents in the program.

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TITLE VII PROJECT
STAFF
1981-1982

SCHOOL	PRINCIPAL	TEACHERS	AIDES	TARGET	LEVEL
James Bickley	Elaine Ory	L. Williams	K. Niaprim	Lao	K-6
Lincoln Jackson	B. J. Pierce	J. Pollard B. Burch	P. Garcia	Spanish	K-1
Our Lady of Guadalupe	Frances Vogel	K. Bettina P. Wallace	L. Esquibel	Spanish	K-3
Parkview	Jerry Wallace	R. West	K. Yuvamitra	Lao	K-6
Sacred Heart	Sr. M. Joanetta	Sr. M. Joanetta	C. Vongchanh	Lao	K-6